

**Rising Juniors / 11<sup>th</sup> Grade**  
**Required Summer Reading Assignment 2023**

**English 3 (Proviso East / Proviso West)**

**IH American Literature (PMSA)**

**AP English Language & Composition (All campuses)**

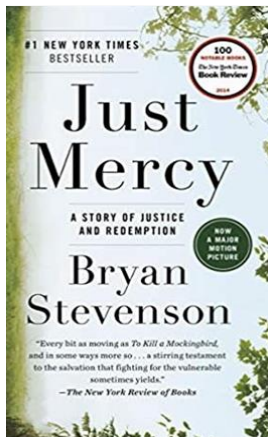
**IB Language & Literature DP 1 (All campuses)**

**Due Date: Friday, September 8<sup>th</sup>**

**First Submission = 10 points (Summer Reading Category)**

**Revised/Final Submission with Teacher Feedback & Support = 30 points**

Welcome to 11<sup>th</sup> grade English! For your required summer reading assignment, you will need to check out from Proviso or a local library ***Just Mercy***, by **Bryan Stevenson** OR ***Nickel Boys*** by **Colson Whitehead**. You can also purchase the book from Amazon, Barnes & Noble, or another book vendor. We will be using this book during the first few weeks of school, so be sure to bring it with you to class.

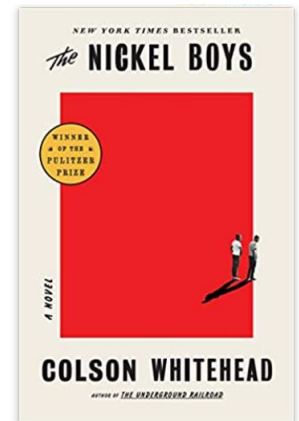


**Part 1: Annotations**

Annotate the text by writing in the book (if you purchased it) or using post-it notes. Write at least 5 annotations per chapter on the following:

- Ideas about the theme as well as points of view in the text
- Thoughts about the setting, sequence of events, character development, style, text structure, ending, etc.
- Language choices made by the author including tone, diction, figurative language, connotative meanings, etc.

*Consider what is stated explicitly and what inferences can be drawn from the text.*



**Part 2: Reading Journal**

- For each chapter, you are required to write a well-developed journal entry.
  - Every entry must be typed on a Word document with each chapter labelled.
  - Every entry should be a developed paragraph (at least 6-8 sentences in length)

*Please Note:* It's best to write each entry when you finish a chapter to get your immediate thoughts rather than waiting until the end

- **Higher Quality Journal Entries do the following:**
  - Analyze the text for the usage and effectiveness of different ***rhetorical techniques*** (tone, diction, structure, style, imagery, etc.) and how they help show the ***author's purpose*** for writing the text.
  - Make connections between the ***text*** and ***societal issues, themes***, and/or the ***author's purpose***.
  - Raise questions about the BELIEFS and VALUES expressed by the text.
- **Lower Quality Journal Entries do the following:**
  - Give your ***personal reactions*** to each passage.
  - Discuss the ***words, ideas***, and/or ***actions*** of the author and/or characters
  - Describe what the text reminds you of in ***your own experiences***
  - Write down what the text makes you ***think*** and ***feel***.

## ELA Common Core Standards: Grades 11-12

### Reading Literature

#### Key Ideas and Details

**11-12.RL.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**11-12.RL.2** – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**11-12.RL.3** – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

**11-12.RL.4** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**11-12.RL.5** – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**11-12.RL.6** – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Learning Objectives

#### *Students will be able to:*

- Make inferences from the text in order to analyze a literary text.
- Determine two or more themes or central ideas of a text in order to analyze their development over the course of a literary text.
- Identify the author's choices in story, sequence of events, and character development in order to analyze the impact on a literary text.
- Determine meanings of words and phrases in order to analyze their impact on the meaning and tone of a literary text.
- Identify an author's choices in text structure in order to analyze the impact on a literary text.
- Identify points of view presented in order to distinguish what is stated vs. what is intended in a literary text.

*To find more information including mini lessons on each book choice, please visit:*

<https://www.pths209.org/summerreading>

*To check on book availability for checkout from Proviso, please contact:* Ms. Angela Marino, District Coordinator for ELA and the Arts at [amarino@pths209.org](mailto:amarino@pths209.org) or 708-338-5939 **and** Ms. Greenhow, Administrative Assistant at [jgreenhow@pths209.org](mailto:jgreenhow@pths209.org) or 708-338-5929.

*If you would like assistance with the summer reading assignment, please contact:*

Ms. Morgan Sloma, ELA Teacher at [msloma@pths209.org](mailto:msloma@pths209.org)  
**or** Dr. Anne Gottlieb, ELA Teacher at [agottlieb@pths209.org](mailto:agottlieb@pths209.org)

